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ABSTRACT

The case for multiage education is examined and an effort is made to provide answers to the most commonly asked questions about its implementation. The questions are organized into eight groups. The first group tries to clarify the concept of multiage education and its components. Concepts such as multiyear placement, looping classrooms, split combination, and multiage continuous progress classrooms are discussed. In addition, the structure of multiage classrooms, differences from graded classrooms, and possible problems are explored. The second group examines the benefits a multiage classroom can offer to the participating students. The adequacy of academic challenge for older and gifted children, discipline, and extreme diversity are some of the issues examined. The third group answers questions related to teachers' qualifications and roles in a multiage classroom. The fourth group of questions deals with student assessment and the fifth group answers questions about parents' concerns. The sixth group explores problems related to the implementation of a multiage education in relation to its organization and administration. The seventh group examines possible difficulties and opposition a program could face in the broader social context outside the educational community. The final group of questions highlights resources that can provide more information about multiage education. Contains 167 references. (AA)

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